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ABSTRACT

A study was conducted at a Miami-Dade Community College (MDCC) to determine the relationship between students' level of basic skills at entry and their pass/fail performance on the College-Level Academic Skills Test (CLAST). Specifically, the study focused on students' Comparative Guidance and Placement Test (CGP) scores in reading, writing, and basic mathematics; the proportion of students entering MDCC in fall 1981 who had taken the CLAST by March 1984; the passing rates of those who took the CLAST; the current activities of those who had not taken the CLAST; and the CLAST performance of students with low level basic skills. Study findings included the following: (1) about two-thirds of the fall 1981 freshmen scored below the 50th percentile nationally on basic reading skills as measured by the CGP, and were less likely to have taken the CLAST by March 1984; (2) those students who scored in the bottom quartile in the CGP reading test were much less likely to pass the CLAST than those who scored in the second, third, or forth quartiles; (3) a disproportionate number of Blacks (70%) fell in the first quartile in reading basic skills upon MDCC entry; (4) Hispanics who scored in the upper quartiles on the reading test were more likely than either of the other two ethnic groups to have taken the CLAST or to have remained in school; (5) in general, about the same proportion of fall 1981 freshmen were as low on entering writing basic skills as on reading basic skills; (6) students entered MDCC with better computation basic skills than either reading or writing skills; (7) of the 1,114 students who took the CLAST by March 1984, 64% obtained scores above the cuts in all four test areas; and (8) almost 25% of those who passed all sections of the CLAST entered MDCC with placement scores below the 25th percentile in at least one area. (EJV)

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A COHORT ANALYSIS OF THE RELATIONSHIP BETWEEN ENTERING BASIC SKILLS AND CLAST PERFORMANCE FOR FALL 1981 FIRST-TIME-IN-COLLEGE STUDENTS

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Miami-Dade Community College

A COHORT ANALYSIS OF THE RELATIONSHIP BETWEEN ENTERING BASIC SKILLS AND CLAST PERFORMANCE FOR FALL 1981 FIRST-TIME-IN-COLLEGE STUDENTS

Research Report No. 84-22

July 1984

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John Losak, Dean

A Cohort Analysis Of The Relationship
Between Entering Basic Skills And
CLAST Peformance For Fall 1981
First-Time-in-College Students

It is a documented fact that the level of basic skills a student brings to the college environment probably will have a strong impact on the success that student experiences in college. For example, Davis (Research Report 84-10) found that students who scored above the cut on a measure of reading basic skills were more likely to obtain a "C" or better in core courses. Losak and Morris (Research Report 82-36) found that students above the cut scores on all three basic skills areas (reading, writing, mathematics) were more likely to re-enroll in school and to graduate than students who scored below all three criteria. Losak (Research Report 84-04) indicated that students who required remediation in reading, writing, or basic mathematics were still less likely, even after taking a developmental course in the topic, to pass the portion of the CLAST, a sophomore level exit exam, which dealt with that topic.

The 84-04 Research Report by Losak was particularly relevant to the present study since results indicated that the role of remediation in breaking the link between entry level performance and exit level performance had been only partially effective. A similar point was made by Belcher in a study designed to assess the mean score differences among the four M-DCC campuses on the CLAST after the effects of basic skills had been considered (Research Report 84-14). The results of this study again indicated that the relationship between basic skills (as measured by the CGP) and CLAST performance was strong. Though inclusion of entering basic skills performance decreased the mean differences among the campuses, some difference in performance still remained.

Findings for the 84-14 study were based on data from students who had written the CLAST and graduated. Basic skills scores for these students were then retrieved and included in an analysis of covariance

procedure which adjusted the campus means according to the basic skills scores of their students. While this is a perfectly acceptable research design, this approach ignores any student who did not reach the point of writing the CLAST. In addition, comparing campuses by their mean scores may produce differences which disappear when the proportion passing is considered instead. It can be argued that the proportion passing (or failing) is a more relevant criterion since in terms of receiving a degree and/or continuing in the state university system, the student needs only to pass; whether the "pass" is by one point or twenty is irrelevant.

Purpose of the Study

The purpose of this study was to select an entering group of students and follow them to the point where they might have written the CLAST, then assess their pass/fail performance on CLAST when their entering level of basic skills was considered. Specifically, the study was directed toward these questions:

1. What proportion of entering freshmen fell in each quartile on basic skills in reading, writing, and basic mathematics? Did this proportion vary by campus, ethnic membership, or gender?
2. For each quartile, what proportion had written the CLAST by March 1984? Did this proportion differ by campus, ethnic membership, or gender? Were those in the upper quartiles more likely to have written the CLAST?
3. Of those taking the CLAST, what proportion at each quartile passed the reading, writing, and computation subtest? Are there differences by campus, by ethnic membership, or by gender?
4. Are the students who have not written the CLAST still in school or have they left Miami-Dade? Are there differences by quartile, campus, ethnic membership, or gender?
5. Did any student with a low level of basic skills

still manage to successfully pass all four sections of the CLAST, i.e., were any students successfully remediated?

The process of selecting a group upon entry and following them forward in time is cohort analysis. By studying the results at each quartile on basic skills a control is provided for the effects of entering basic skills.

METHODOLOGY

Selection of Subjects

Only students who entered college for the first time during the Fall of 1981 and enrolled as full time freshmen were included in this analysis. In addition, any student who was not assessed on basic skills prior to or during his/her first term at M-DCC was excluded from the analysis. Therefore, any student who had English as a second language and required some ESL coursework first was excluded from this study. Fall 1981 freshmen were chosen for the analysis since 1981 was the first year in which taking the CGP was mandatory for all students enrolling full-time at Miami-Dade. Only full-time students were included since it was this group who should have had the greatest opportunity to reach the point of writing CLAST.

Test Considerations

Basic skills are measured at Miami-Dade using a test known as the Comparative Guidance and Placement Test or CGP. Three sections of the test are used in placing students. In Reading, a student with a raw score of less than 11 must receive remediation before entering regular college work; with a raw score of less than 19, the student is

encouraged to enroll in a reading course. In Writing, to enroll in a regular English course, a raw score of 22 or greater is required. In Computation, a raw score of 21 or above is required. For this study, students were assigned to CGP quartiles based on the following guidelines:

	CGP Raw Scores		
	Reading	Writing	Computation
Quartile 1	0-17	0-21	0-16
Quartile 2	18-24	22-26	17-20
Quartile 3	25-29	27-31	21-25
Quartile 4	30 or more	32 or more	26 or more

The College Level Academic Skills Test (CLAST) is a sophomore level exit examination mandated by the state of Florida for all students wishing to receive an A.A. Degree and/or continue their education in upper division. Cutscores currently are 260 for Reading, 265 for Writing, and 260 for Computation. These three subtests are multiple choice tests; the fourth Essay portion of the CLAST requires students to produce a writing sample of three to four paragraphs. A combined rating score of 4 is required for passing the Essay.

RESULTS

Reading Basic Skills and CLAST Performance

As shown by Table 1, about two-thirds of the Fall 1981 freshmen scored below the 50th percentile nationally on reading basic skills as measured by the CGP. This group, as opposed to the top two quartiles, was less likely to have reached the point where they wrote the CLAST by March, 1984. Especially for students in the bottom quartile, the smaller proportions writing the CLAST were due more to having left school than to a slower pace because of spending time in remediation. For students who did take the CLAST Reading test, those

in the bottom quartile were much less likely to pass than those who scored in the second, third, or fourth quartiles.

When these freshmen were divided among the four campuses, it became obvious that fewer of the low scoring students resided on the South Campus compared to the other three campuses. Yet, despite their few numbers, South Campus students were more successful than the other campuses in reaching the point where they wrote the CLAST. North Campus, along with South, was more successful with those students in the top two quartiles. On Wolfson Campus, the smaller proportion writing the CLAST could be explained by the higher proportions remaining in school, yet not having advanced far enough to write CLAST. While the overall passing rates were fairly similar, it appears that South Campus students in the bottom quartiles were best prepared while Wolfson did best with students in the upper quartiles.

At least some of the campus differences could have been due to the ethnic makeup of the campuses. When the three major ethnic groups were studied, it was found that a disproportionate number of Blacks (70%) fell in the first quartile in reading basic skills upon entry to Miami-Dade. Not surprisingly, white non-Hispanic students scored highest in reading basic skills. Black non-Hispanic students, besides their low levels of entering basic skills, were also less likely to reach the point where they wrote the CLAST by March, 1984. Below the 50th percentile, black Non-Hispanics left school at a higher rate than the other two ethnic groups. Hispanics who scored in the upper quartiles were more likely than either of the other two ethnic groups to have written the CLAST or to have remained in school. In terms of passing the reading portion of the CLAST, blacks in the second, third, and fourth quartiles were as likely or more likely than the other two ethnic groups to pass. White non-Hispanics had the highest overall passing rate, probably because of their higher entering basic skills scores. Data for white Hispanics closely paralleled that of white non-Hispanic students. A breakdown of results by ethnic membership can be found in Table 3.

Table 4 shows the performance of males and females on reading basic skills scores and the CLAST. In general, gender played little part in entering levels of reading basic skills. In terms of reaching the point where they wrote the CLAST, however, more females than males remained in school and persevered to the point of writing CLAST. Females also were slightly more likely to pass than males, especially in the bottom quartile.

Results for Writing Basic Skills and CLAST Performance

In general, about the same proportion of Fall 1981 freshmen were low on entering writing basic skills as on reading basic skills. Similar numbers in each quartile also wrote the CLAST. More students in the bottom quartile passed the multiple-choice Writing portion of the CLAST than they did in Reading. On the Essay, however, less than 50% of those entering Miami-Dade Community College in the bottom quartile on writing basic skills passed. Only above the 75th percentile was the passing rate on the Essay equal to that for the Reading and Writing tests. See Table 1 for full results.

Table 5 shows the results for the writing portion by campus. Once again, South Campus had fewer students falling in the bottom quartile and more falling in the top than the other campuses. Of the major campuses, the greatest proportion of South students and the smallest proportion of Wolfson students in the first quartile wrote the CLAST by March, 1984. South had the biggest overall percentage writing the CLAST, while Wolfson had the most remaining in school, again due to retention in the upper quartiles. In terms of passing, the overall passing rate was about equal among the three campuses on the multiple-choice writing portion of CLAST. On the Essay portion, Wolfson students performed best in the bottom and top quartiles, though the small numbers prevented any strong conclusions from being drawn.

Ethnicity once again appeared as a factor (see Table 6). As shown for reading, more black non-Hispanic students scored in the

bottom quartile than either of the other two major ethnic groups. Again, white non-Hispanics had the highest scores in writing basic skills. The smallest proportion of Blacks in the first quartile had also reached the point where they had written the CLAST by March due to their dropout rates. Except above the 75th percentile, Hispanics had the lowest dropout rate. Fewest Hispanic students in the bottom quartile passed the writing portion of CLAST, though passing rates were similar for the other quartiles. Except at the top quartile, Black non-Hispanic students had the hardest time passing the Essay.

Table 7 shows the results for writing performance by gender. In general, males and females entered Miami-Dade with about the same level of writing skill, though more females reached the point of taking the CLAST. In terms of passing, in the bottom quartile more males than females passed the multiple-choice Writing section, while more females than males passed the Essay. This was also true in the top quartile. Overall, the proportions passing the writing section of the CLAST varied very little for the two genders. Females performed better than males on the Essay.

Results For Computation Basic Skills and CLAST Performance

Students entered M-DCC with better computation basic skills than either writing or reading skills. For those who wrote the CLAST, students who had scored above the 50th percentile on computation basic skills were more likely to pass the CLAST Computation subtest than were those who entered Miami-Dade with scores in the bottom two quartiles Overall, the passing rate was a little higher than it was for Reading or Writing. Students who entered M-DCC in bottom quartile on basic skills were more likely to pass Computation than any other subtest.

For the campuses, South had the smallest proportion of students in the bottom two quartiles on computation basic skills. Wolfson had the lowest proportion of students in the bottom quartile who had written the CLAST by March or remained in school. In the top

quartile, North had the highest dropout rate. South and Wolfson had the highest proportion who passed the computation subtest.

When considered by ethnic membership, black non-Hispanics again had the lowest entering levels of basic skills. Fewer black students reached a point where they wrote the CLAST than either Hispanics or white non-Hispanics, though an unusual number of black non-Hispanic students in the bottom quartile on computation still managed to pass the Computation subtest. Except at the bottom quartile, the performance of Hispanics and white non-Hispanics was very similar.

Gender was not a significant factor effecting entering levels of basic skills in computation (see Table 10). However, in the top two quartiles more females had written the CLAST or remained in school. In terms of passing, in the bottom quartile more females than males passed. This trend reversed in the remaining quartiles so that overall the proportion passing the computation section of the CLAST was about equal for males and females.

Results for Students Passing All Sections of CLAST

Of the 1,114 students who wrote the CLAST, 709 or 64% obtained scores above the cuts in all four areas. Table 11 shows the number of these students who entered M-DCC with basic skills deficiencies when "deficiency" is alternatively defined as being below the 25th percentile, the 50th percentile, or the college 1982-83 CGP Placement cutscores.

Results clearly indicate that despite the increased likelihood of not passing CLAST, a significant number succeed in doing so anyway. Whether these students were remediated in their regular classes or through developmental courses cannot be answered with these data. It is certain, however, that students requiring remediation in any area, and especially those requiring remediation in more than one area, are currently facing an uphill battle.

DISCUSSION

This study confirms that a relationship exists between entering level of basic skills and performance on CLAST. Students in the bottom quartile form a particularly vulnerable group, both in terms of leaving school prior to writing the CLAST and in terms of being stopped from continuing their education because of CLAST scores below acceptable levels, particularly on the Essay.

It is not true, however, that it is always too late by the time a student enters college to make up basic skills deficiencies to the point of passing all four sections of CLAST. For the group of Fall 1981 full-time, first-time-in-college students, almost a fourth of those who passed all sections of CLAST entered M-DCC below the 25th percentile in at least one area. Almost one-third fell below the 1982-83 Placement criteria and were pegged as needing developmental work. It is unclear from this study what set this group of students apart from those with similar CGP scores who were less successful on CLAST. Future research efforts will explore this question in some depth.

From a campus perspective, the greatest proportion of South Campus freshmen remained in school or wrote the CLAST. Wolfson students in the bottom quartile on Computation left school much more readily than the other campuses. Of the three main campuses, however, North Campus students were least likely to remain in school or take CLAST. When students did write the CLAST, South Campus students in the bottom quartile on Reading were more likely to pass than those in the bottom quartile on North or Wolfson Campuses. On the Computation and Essay sections, however, Wolfson bottom quartile students had higher passing rates.

Black non-Hispanics comprised the most vulnerable ethnic group; 70%, for example, scored below the 25th percentile in reading upon entry to M-DCC. These low scoring students were also less likely to remain at Miami-Dade. Hispanic students, on the other hand, had

relatively high retention rates. In terms of passing rates on CLAST, no dramatic differences were found among the groups for Reading. On the multiple-choice Writing test, Hispanics in the bottom quartile on writing basic skills were less likely to pass than their Black or white non-Hispanic counterparts. Black non-Hispanics, however, had the most trouble with the Essay, where, except above the 75th percentile, they scored lower than white non-Hispanics or Hispanics. On Computation, blacks had as high a passing rate in the bottom quartile as they did in any of the upper quartiles, an indication of either successful remediation or ineffectiveness of the CGP as a predictor for this group.

Gender differences were not as pronounced as they were for the ethnic groups. Though few differences where found on entering levels of basic skills, females were more likely to remain in school or to write the CLAST. Females in the bottom quartile also consistently outperformed the males in passing all areas of CLAST except the multiple-choice Writing section. These differences generally disappeared with higher entering levels of basic skills.

The retention and remediation of students with deficiencies in entering levels of basic skills is a difficult task. This report has shown that for more cases than not, students who enter M-DCC with deficiencies will be more likely to exit with deficiencies, either because of withdrawal prior to the CLAST or failure at the time of the test. Results indicate that this pattern is partially dependent upon ethnic membership, gender, and the campus where the student is enrolled. Follow-up over the next year or two will show whether this pattern holds for the remaining students and if those identified as requiring further remediation by their failure on CLAST are successfully remediated.

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Table 1

Basic Skills and CLAST Performance for Full-Time
Fall 1981 Full-Time First-time-in-College Students

	Quartile 1		Quartile 2		Quartile 3		Quartile 4		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Proportion Who Fell at Each Quartile for Three Basic Skills Tests										
Reading	1,465	38	1,118	29	735	19	527	14	3,845	100
Writing	1,445	38	1,081	28	896	23	423	11	3,845	100
Computation	735	19	734	19	1,056	28	1,320	34	3,845	100
Proportion of Each Quartile Who Wrote CLAST by March 1984										
Reading	289	20	349	31	278	38	198	38	1,114	29
Writing	262	18	338	31	344	38	170	40	1,114	29
Computation	108	15	159	22	307	29	540	41	1,114	29
Proportion of Each Quartile Who Remained at M-DCC Without Writing CLAST										
Reading	404	28	286	26	157	21	96	18	943	25
Writing	403	28	277	26	186	21	77	18	943	25
Computation	194	26	194	26	262	25	293	22	943	25
Proportion of Those Writing CLAST Who Passed the Equivalent CLAST Subtest										
Reading	195	67	315	90	261	94	188	95	959	86
Writing	201	77	292	86	323	94	160	94	976	88
Computation	87	81	134	84	275	90	512	95	1,008	90
Essay	121	46	246	73	302	88	163	96	832	75

Data Source: MJBLE811 J594

Table 2

Reading Basic Skills and CLAST Performance by Campus
Fall 1981 Full-Time First-time-in-College Students

Campus	Quartile 1		Quartile 2		Quartile 3		Quartile 4		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Proportion Who Fell at Each CGP Reading Quartile										
North	625	47	367	28	205	15	127	10	1,324	100
South	597	29	623	30	460	23	360	18	2,040	100
Wolfson	157	48	97	30	49	15	23	7	326	100
Medical	86	55	31	20	21	14	17	11	155	100
Proportion of Each Reading Quartile Who Wrote CLAST by March 1984										
North	111	18	95	26	78	38	51	40	335	25
South	143	24	224	36	182	40	139	39	688	34
Wolfson	29	18	24	25	12	24	6	26	71	22
Medical	6	7	6	19	6	29	2	12	20	13
Proportion of Each Quartile Who Remained at M-DCC Without Writing CLAST										
North	172	28	96	26	36	18	22	17	326	25
South	158	26	146	23	96	21	63	18	463	23
Wolfson	42	27	32	33	19	39	8	35	101	31
Medical	32	37	12	39	6	29	3	18	53	34
Proportion of Those Writing CLAST Who Passed the Reading Subtest										
North	71	64	83	87	73	94	48	94	275	82
South	101	71	205	92	170	93	132	95	608	88
Wolfson	18	62	23	96	12	100	6	100	59	83
Medical	5	83	4	67	6	100	2	100	17	85

Data Source: MJBLE811 J594

Table 3

Reading Basic Skills and CLAST Performance by Ethnic Category
Fall 1981 Full-Time First-time-in-College Students

Ethnic Categories	Quartile 1		Quartile 2		Quartile 3		Quartile 4		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Proportion Who Fell at Each CGP Reading Quartile										
White Non-Hispanic	221	19	399	33	305	25	280	23	1,205	100
Black Non-Hispanic	392	70	100	18	40	7	25	5	557	100
Hispanic	812	40	607	30	381	19	217	11	2,017	100
Proportion of Each Reading Quartile Who Wrote CLAST by March 1984										
White Non-Hispanic	49	22	106	27	109	36	92	33	356	30
Black Non-Hispanic	55	14	27	27	11	28	8	32	101	18
Hispanic	171	21	211	35	155	41	96	44	633	31
Proportion of Each Quartile Who Remained at M-DCC Without Writing CLAST										
White Non-Hispanic	45	20	90	23	49	16	41	15	225	19
Black Non-Hispanic	97	25	15	15	11	28	5	20	128	23
Hispanic	252	31	180	30	95	25	50	23	577	29
Proportion of Those Writing CLAST Who Passed the Reading Subtest										
White Non-Hispanic	34	69	96	91	101	93	86	93	317	89
Black Non-Hispanic	35	64	25	93	10	91	8	100	78	77
Hispanic	116	68	189	90	149	96	93	97	547	86

Data Source: MJBLE811 J594

Table 4

Reading Basic Skills and CLAST Performance by Gender
Fall 1981 Full-Time First-time-in-College Students

	Quartile 1		Quartile 2		Quartile 3		Quartile 4		Total	
Gender	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Proportion Who Fell at Each CGP Reading Quartile										
Male	640	37	514	29	339	19	265	15	1,758	100
Female	825	40	604	29	396	19	262	12	2,087	100
Proportion of Each Reading Quartile Who Wrote CLAST by March 1984										
Male	124	19	140	27	116	34	85	32	465	26
Female	165	20	209	35	162	41	113	43	649	31
Proportion of Each Quartile Who Remained at M-DCC Without Writing CLAST										
Male	160	25	123	24	76	22	44	17	403	23
Female	244	30	163	27	81	20	52	20	540	26
Proportion of Those Writing CLAST Who Passed the Reading Subtest										
Male	76	61	127	91	108	93	81	95	392	84
Female	119	72	188	90	153	94	107	95	567	87

Data Source: MJBLE811 J594

Table 5

Writing Basic Skills and CLAST Performance by Campus
Fall 1981 Full-Time First-time-in-College Students

	Quartile 1		Quartile 2		Quartile 3		Quartile 4		Total	
Campus	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Proportion Who Fell at Each CGP Writing Quartile										
North	599	45	368	28	264	20	93	7	1,324	100
South	609	30	578	28	556	27	297	15	2,040	100
Wolfson	148	45	101	31	59	18	18	6	326	100
Medical	89	57	34	22	17	11	15	10	155	100
Proportion of Each Writing Quartile Who Wrote CLAST by March 1984										
North	98	16	96	26	102	39	39	42	335	25
South	134	22	210	36	220	40	124	42	688	34
Wolfson	18	12	30	30	17	29	6	33	71	22
Medical	12	13	2	6	5	29	1	7	20	13
Proportion of Each Quartile Who Remained at M-DCC Without Writing CLAST										
North	157	26	103	28	51	19	15	16	326	25
South	173	28	131	23	108	19	51	17	463	23
Wolfson	45	30	29	29	22	37	5	28	101	31
Medical	28	31	14	41	5	29	6	40	53	34
Proportion of Those Writing CLAST Who Passed the Writing Subtest										
North	73	74	84	88	94	92	38	97	289	86
South	106	79	179	85	207	94	115	93	607	88
Wolfson	14	78	27	90	17	100	6	100	64	90
Medical	8	67	2	100	5	100	1	100	16	80
Proportion of Those Writing CLAST Who Passed the Essay Subtest										
North	44	45	71	74	86	84	36	92	237	71
South	60	45	154	73	197	90	120	97	531	77
Wolfson	9	50	20	67	15	88	6	100	50	70
Medical	8	67	1	50	4	80	1	100	14	70

Data Source: MJBLE811 J594

Table 6

Writing Basic Skills and CLAST Performance by Ethnic Categories
Fall 1981 Full-Time First-time-in-College Students

Ethnic Categories	Quartile 1		Quartile 2		Quartile 3		Quartile 4		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Proportion Who Fell at Each CGP Writing Quartile										
White Non-Hispanic	261	22	331	27	387	32	226	19	1,205	100
Black Non-Hispanic	378	68	118	21	50	9	11	2	557	100
Hispanic	766	38	620	31	450	22	181	9	2,017	100
Proportion of Each Writing Quartile Who Wrote CLAST by March 1984										
White Non-Hispanic	57	22	80	24	133	34	86	38	356	30
Black Non-Hispanic	43	11	33	28	20	40	5	45	101	18
Hispanic	150	20	220	35	187	42	76	42	633	31
Proportion of Each Quartile Who Remained at M-DCC Without Writing CLAST										
White Non-Hispanic	51	20	77	23	64	17	33	15	225	19
Black Non-Hispanic	99	26	21	18	5	10	3	27	128	23
Hispanic	244	32	177	29	116	26	40	22	577	29
Proportion of Those Writing CLAST Who Passed the Writing Subtest										
White Non-Hispanic	47	82	69	86	124	93	82	95	322	90
Black Non-Hispanic	34	79	27	82	19	95	5	100	85	84
Hispanic	109	73	192	87	176	94	72	95	549	87
Proportion of Those Writing CLAST Who Passed the Essay Subtest										
White Non-Hispanic	31	54	63	79	119	89	82	95	295	83
Black Non-Hispanic	16	37	20	61	15	75	5	100	56	55
Hispanic	71	47	158	72	165	88	73	96	467	74

Data Source: MJBLE811 J594

Table 7

Writing Basic Skills and CLAST Performance by Gender
Fall 1981 Full-Time First-time-in-College Students

Gender	Quartile 1		Quartile 2		Quartile 3		Quartile 4		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Proportion Who Fell at Each CGP Writing Quartile										
Male	698	40	470	27	413	23	177	10	1,758	100
Female	747	36	611	29	483	23	246	12	2,087	100
Proportion of Each Writing Quartile Who Wrote CLAST by March 1984										
Male	124	18	137	29	145	35	59	33	465	26
Female	138	18	201	33	199	41	111	45	649	31
Proportion of Each Quartile Who Remained at M-DCC Without Writing CLAST										
Male	171	24	111	24	89	22	32	18	403	23
Female	232	31	166	27	97	20	45	18	540	26
Proportion of Those Writing CLAST Who Passed the Writing Subtest										
Male	100	81	111	81	135	93	57	97	403	87
Female	101	73	181	90	188	94	103	93	573	88
Proportion of Those Writing CLAST Who Passed the Essay Subtest										
Male	47	38	94	69	130	90	54	92	325	70
Female	74	54	152	76	172	86	109	98	507	78

Data Source: MJBLE811 J594

Table 8

Computation Basic Skills and CLAST Performance by Campus
Fall 1981 Full-Time First-time-in-College Students

Campus	Quartile 1		Quartile 2		Quartile 3		Quartile 4		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Proportion Who Fell at Each CGP Computation Quartile										
North	297	23	279	21	400	30	348	26	1,324	100
South	313	15	358	18	524	26	845	41	2,040	100
Wolfson	89	27	63	20	85	26	89	27	326	100
Medical	36	23	34	22	47	30	38	25	155	100
Proportion of Each Computation Quartile Who Wrote CLAST by March 1984										
North	45	15	56	20	101	25	133	38	335	25
South	55	18	87	24	180	34	366	43	688	34
Wolfson	6	7	13	21	15	18	37	42	71	22
Medical	2	6	3	9	11	23	4	11	20	13
Proportion of Each Quartile Who Remained at M-DCC Without Writing CLAST										
North	74	25	74	27	103	26	75	22	326	25
South	88	28	91	25	106	20	178	21	463	23
Wolfson	20	22	20	32	39	46	22	25	101	31
Medical	12	33	9	26	14	30	18	47	53	34
Proportion of Those Writing CLAST Who Passed the Computation Subtest										
North	36	80	43	77	88	87	123	92	290	87
South	46	84	76	87	163	91	351	96	636	92
Wolfson	4	67	13	100	15	100	35	95	67	94
Medical	1	50	2	67	9	82	3	75	15	75

Data Source: MJBLE811 J594

Table 9

Computation Basic Skills and CLAST Performance by Ethnic Categories
Fall 1981 Full-Time First-time-in-College Students

Ethnic Categories	Quartile 1		Quartile 2		Quartile 3		Quartile 4		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Proportion Who Fell at Each CGP Computation Quartile										
White Non-Hispanic	138	11	211	18	342	28	514	43	1,205	100
Black Non-Hispanic	211	38	131	23	145	26	70	13	557	100
Hispanic	375	19	386	19	553	27	703	35	2,017	100
Proportion of Each Computation Quartile Who Wrote CLAST by March 1984										
White Non-Hispanic	28	20	46	22	95	28	187	36	356	30
Black Non-Hispanic	19	9	25	19	34	23	23	33	101	18
Hispanic	59	16	88	23	174	31	312	44	633	31
Proportion of Each Quartile Who Remained at M-DCC Without Writing CLAST										
White Non-Hispanic	28	20	39	18	76	22	82	16	225	19
Black Non-Hispanic	49	23	27	21	34	23	18	26	128	23
Hispanic	115	31	126	33	151	27	185	26	577	28
Proportion of Those Writing CLAST Who Passed the Computation Subtest										
White Non-Hispanic	23	82	40	87	86	91	179	96	328	92
Black Non-Hispanic	18	95	20	80	29	85	21	91	88	87
Hispanic	44	75	74	84	156	90	297	95	571	90

Data Source: MJBLE811 J594

Table 10

Computation Basic Skills and CLAST Performance by Gender
Fall 1981 Full-Time First-time-in-College Students

Gender	Quartile 1		Quartile 2		Quartile 3		Quartile 4		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Proportion Who Fell at Each CGP Computation Quartile										
Male	331	19	333	19	482	27	612	35	1,758	100
Female	404	19	401	19	574	28	708	34	2,087	100
Proportion of Each Computation Quartile Who Wrote CLAST by March 1984										
Male	52	16	65	20	122	25	226	37	465	26
Female	56	14	94	23	185	32	314	44	649	31
Proportion of Each Quartile Who Remained at M-DCC Without Writing CLAST										
Male	78	24	89	27	103	21	133	22	403	23
Female	116	29	105	26	159	28	160	23	540	26
Proportion of Those Writing CLAST Who Passed the Computation Subtest										
Male	40	77	57	88	112	92	216	96	425	91
Female	47	84	77	82	163	88	296	94	583	90

Data Source: MJBLE811 J594

Table 11

Proportions Passing All Four Sections of CLAST
Who Entered With Low Levels of Basic Skills

	Fell Below the 25th Percentile		Fell Below the 50th Percentile		Fell Below the 1982-83 M-DCC Cutscore	
Scored Low In:	Number	Percent	Number	Percent	Number	Percent
One Area	115	16	205	29	156	22
Two Areas	39	6	170	24	53	8
Three Areas	6	1	54	8	17	2
Subtotal	160	23	429	61	226	32
No Areas	549	77	280	39	483	68
Total	709	100	709	100	709	100

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FOR JUNIOR COLLEGES
MAY 23 1986